DOCUMENT RESUME

ED 051 811 JC 710 185

AUTHOR Luskin, Bernard J.
TITLE The Office of Educational Development: A Case Study in the Coast Community College District.
INSTITUTION Coast Community Coll. District, Costa Mesa, Calif.
PUB DATE Jul 71
NOTE 23p.; Paper presented at the National Conference on Educational Development in the Community Junior College, University of California, Los Angeles, California, July 1971

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Educational Development, Educational Research, *Instructional Improvement, *Instructional Innovation, Instructional Technology, *Junior Colleges, *Research and Development Centers
IDENTIFIERS *California

ABSTRACT

The Office of Educational Development, coupling humanism with technology, is a single major component of the educational development process of the Coast Community College District (California) in its continual effort to improve instructional programs. The Office offers a service function while the colleges in the district remain autonomous. Its objective is not toward change alone, but toward improvement. It provides technical expertise in obtaining information, supports the development and evaluation of instructional programs, and encourages faculty who are trying to be innovative. Although specific responsibilities of the Office and for various personnel are given, it is stressed that overlapping responsibilities and sharing of the workload is a part of the operational pattern of the office. Activities of the office include: program exploration and development, in-service training, institutional research, reimbursed projects, communications, special programs, cooperative relationships, and coordination of instructional technology. Examples of research activities carried out in the Office of Educational Development are discussed. (CA)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Coast Community College district

1370 ADAMS AVENUE • COSTA MESA • CALIFORNIA 92626

NORMAN E. WATSON - CHANCELLOR

ED051811

THE OFFICE OF EDUCATIONAL DEVELOPMENT: A CASE STUDY IN THE COAST COMMUNITY COLLEGE DISTRICT

Paper Presented at the National Conference on Educational Development in the Community Junior College
University of California, Los Angeles, California

Bernard J. Luskin

Vice Chancellor, Educational Development

July, 1971

JC 710 185

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 18 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The Office Of Educational Development:

A Case Study In The Coast Community College District

by
Bernard J. Luskin
Vice Chancellor, Educational Development

"People are reducing knowledge to funny wedge shaped marks on clay tablets. Knowledge will become dangerously portable and learning will be depersonalized! But the clay tablets won out."

Introduction

Advances in the understanding of learning, increasing enrollments, population mobility, financial strife, changing mores, advancing technology and a continuing fluid and reordering educational and occupational environment present a central concern in the mainstream of the educational process of the Coast Community College District.

We are all presently aware of the implosion occurring within burgeoning community college districts resulting from the occurrences noted above. Educational institutions whose complete process involves passing knowledge from the notes of teachers to the notes of students with a possibility of that knowledge not passing through the heads of either are not consistent with the accelerating demands of Twentieth Century society. Much exists in the literature regarding ways people learn, much is being written about the growth of community college movement, a substantial amount is being said, presently, about the use of instructional objectives and the development of forms of instructional technology, software and strategies which assist in

improving and personalizing instruction.

Numerous positions have been taken. Strong advocates of personalization through technology are emerging. Advocates of individualized, personalized, non-technologically oriented instruction are visible on the scene. Defenders of the status quo are in view. Each are components of the changing educational environment.

Cables, cassettes, computers -- individualization -- personalization -- accountability, quality and cost permeate the educational discussions of the 1970s. Coupling humanism and technology in educational redesign presents a clear challenge in the '70s and continuing educational development is required.

Coupled with the pressures to improve the teaching/learning environment come additional and continuous demands for new programs to fill new needs emerging in society. It is becoming a cliche to note that most of the training programs which exist today did not exist ten years ago. New trends are developing in the areas of environmental education, allied health, and in occupational fields of all forms. Inter-disciplinary approaches to the more traditional academic areas are emerging and, in general, a new look is being taken at the structure of the school and the means by which knowledge may be made available and communicated.

Limitations of the present paper preclude detailed description of the myriad of educational development strategies employed on each campus and in the District as a whole. The present paper, therefore, describes a single major component of the educational development process of the Coast Community College District in its continual effort to improve instructional programs: The Office of Educational Development.

The Environment

The Coast Community College District includes two community colleges: Orange Coast College and Golden West College. Coast is an independent community college district, governed by a Board of Trustees of five members representing various geographical areas. Coast is the second largest community college district in California. Chancellor Norman E. Watson is the district's chief administrative officer. Chief campus administrative roles are held by President R. Dudley Boyce of Golden West College and President Robert B. Moore of Orange Coast College. In addition, the District operates an extensive evening college program under the direction of Dr. Thomas A. Blakely.

Each college is autonomous and has individual organizational structures and patterns of development. The District staff performs coordinating service and support functions for each college. One such function rests with the Office of Educational Development.

The Office of Educational Development

The Office of Educational Development of the Coast Community College District serves as a district resource by providing support and expertise in obtaining information and in facilitating the development and evaluation of instructional programs.

The Office is conceived on the premise that doing something new does not represent a value in and of itself. The Office was established in 1969 with the commitment that improvement and not change, per se, is its objective. It serves as a resource at the disposal of District institutions and aids in obtaining needed information and support to assist in executing developmental or evaluative programs and projects. The Office has a responsibility to maintain technical expertise and to support interested and willing faculty members who are, with the support of their college administrations, planning

to try out new ideas. Basic to this recognition is the realization that when new ideas are tried, some will inevitably be unsuccessful. Even failures, however, serve a harbinger role in determining the nature of programs to come.

A major premise of the Office of Educational Development is based on the perception that well-planned development and evaluation of educational programs can assist the colleges of the District in continuing to increase their effectiveness as dynamic units of higher education. In this regard, specific responsibilities have been assigned.

Responsibilities

Major responsibilities of the Office of Educational Development include the following:

1. To serve as a resource in the continual exploration of new, experimental and innovative programs which promise benefit for the District.

2. Identify innovations and experiments in junior college instruction and report these findings to the colleges of the District.

3. Keep abreast of national and local developments which will assist the colleges in initiating plans for exploiting them.

4. Assemble innovative proposals for consideration by the District and its colleges.

5. Function as a harbinger and instigator of change, experimentation and research.

6. Assist the institutions of the District in fulfilling the commitment to evaluate programs for the purpose of improving instruction.

7. Engage in research devoted to evaluating the various educational activities in the District.

8. Develop and make available instruments to assist faculty in effective internal-external evaluation of District programs.

9. Produce regular and periodic reports of the results of District educational activities.

10. Make a high level of technical expertise available, particularly in the areas of legislation, governmental relations, foundation support, instructional technology, and evaluation techniques.

11. Articulate the development of Coast Community College District programs with other institutions with like commitment for the purpose of cooperative arrangements, communications, idea sharing, and support of orderly development of instructional programs.

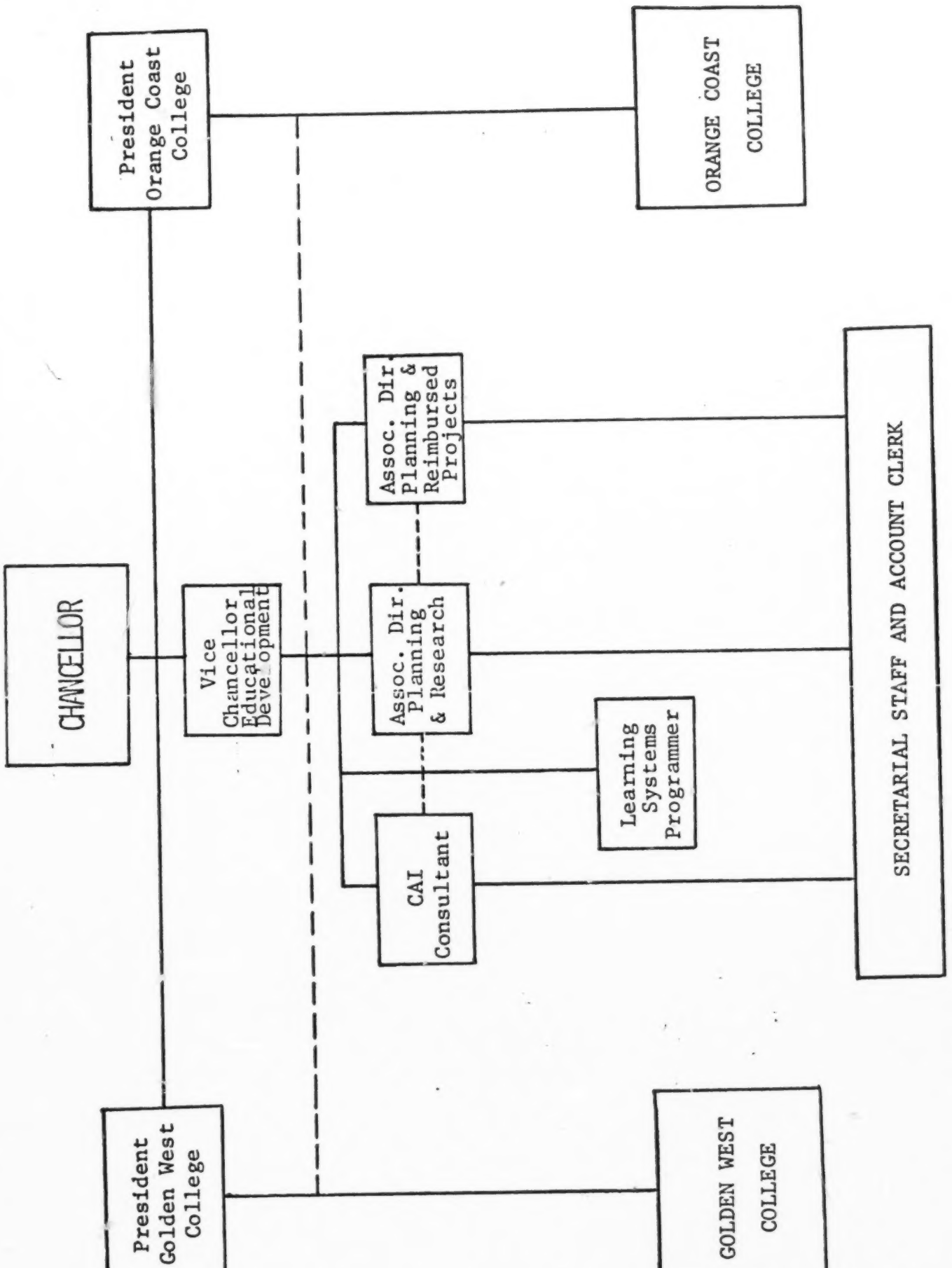
12. Coordinate both governmental and private arrangements which facilitate program development.

13. Coordinate orderly development of the use of emerging instructional technology.

14. Special activities as assigned by the Chancellor.

To implement the changes noted a unique administrative structure has been established.

Administrative Structure



Office of Educational Development
Coast Community College District
1971-1972

Overlapping responsibilities and sharing of the workload is part of the operational pattern of the Office of Educational Development.

Below are specific responsibilities for each position in the Office of Educational Development.

Specific Responsibilities

Vice Chancellor, Educational Development

Under the direction of the Chancellor, and in cooperation with each college administrator and district officer, the Vice Chancellor, Educational Development has the following responsibilities and duties:

1. Coordinate and conduct a continuous exploration of new, experimental, and innovative programs which may have potential benefit for the district.

2. Evaluate the available sources of funding which facilitate program improvement and implementation.

3. Assist in the development of supportable projects which will enhance the instructional programs of the district.

4. Cooperate with the State Department of Education and the Federal Government in carrying out the features of various State plans through which program funding can be accommodated.

5. Attend meetings and conferences called by the State Department of Education, Federal Government and private agencies to keep current with respect to program development and requirements, and communicate this information to appropriate individuals in the district.

6. Cooperate with the presidents, the Director of the Evening College, The Vice Chancellor for Vocational Education, and deans of instruction to support and assist in the promotion of in-service training programs designed to improve instructional programs in the district.

7. Coordinate with the college presidents, the Director of the Evening College, the Vice Chancellor for Vocational Education, deans, coordinators, and division chairmen in the implementation of programs of institutional research and evaluation.

8. Conduct periodic briefings for administrative and instructional personnel on recent developments and opportunities in which the district may benefit from involvement.

9. Act as a resource person to the district in matters pertaining to new programs, both reimbursed and exploratory.

10. Coordinate district development in computer assisted instruction.

11. Assist the presidents, Director of Evening College and deans in the development of use of instructional technology as it affects the objectives of the district.

12. Produce regular and periodic reports of the activities of the Office of Educational Development.

13. Coordinate articulation and cooperative arrangements made by the district with other agencies and educational institutions in cooperative project implementation.

14. Attend institutes, seminars, and meetings deemed by the Chancellor as beneficial in enhancing the instructional program of the district.

15. Coordinate or implement special projects as assigned by the Chancellor.

16. Other duties as assigned by the Chancellor.

Associate Director, Educational Development - Planning and Reimbursed Projects

Under the general direction of the Vice Chancellor, Educational Development, the Associate Director, Educational Development-Planning and Reimbursed Projects, has the following responsibilities and duties:

1. Prepare or supervise the preparation of reimbursable projects submitted to federal or state agencies or to foundations.

2. Maintain supplementary accounting records relative to externally funded projects and provide encessary detail to project directors.

3. Supervise the preparation of project reports and claims for reimbursement to agencies which have funded district instructional programs and maintain records for auditors.

4. Develop a library of information for staff grants and fellowships to be made available to interested faculty.

5. Approve purchase orders for items related to federal projects which will be purchased by the district.

6. Approve exceptions and substitutions to purchase orders for items related to federal projects and provide necessary detail to project supervisors and funding agencies.

7. Coordinate with the district business and accounting offices and individuals with campus responsibility regarding the accounting and report requirements necessary for reimbursed projects.

8. Assist in the development of supportable projects which will enhance the instructional programs of the district.

9. Conduct a continuous exploration of new, experimental and innovative programs which may have potential benefit for the district.

10. Assist, as a member of the Office of Educational Development, in implementing the district's program of research and evaluation, especially as related to reimbursed projects.

11. Assist the colleges in surveying project potentials related to identified needs for equipment, instructional materials, pilot and developmental programs which will enhance the instructional programs of the district.

12. Other duties as assigned by the Vice Chancellor, Educational Development.

Associate Director, Educational Development - Planning and Research

Under the general direction of the Vice Chancellor, Educational Development, the Associate Director, Educational Development - Planning and Research has the following responsibilities and duties:

1. Implement, in cooperation with the presidents, the Director of Evening College, the Vice Chancellor for Vocational Education, deans of instruction and other staff, a program of institutional research for the district.

2. Serve as a research design specialist for district research programs.

3. Develop a library of research information.

4. Maintain documented, available information regarding statistical programs on which research data can be run.

5. Execute research or evaluation projects on instructional programs at the request of the colleges of the district.

6. Assist in implementing district development in compu-er assisted instruction.

7. Coordinate or implement special projects related to the instructional programs of the district as assigned by the Vice Chancellor.

8. Assist in the exploration of new and experimental and innovative programs which might have potential benefit for the district.

9. Assist in the development of in-service training programs.

10. Conduct continuous surveys of project potentials in order to identify needs for equipment, instructional materials, supplies, pilot and developmental programs which will improve the instructional programs of the district.

11. Coordinate, prepare, or supervise the projects as designated by

the Vice Chancellor, Educational Development.

12. Attend institutes, seminars, and meetings deemed beneficial by the Vice Chancellor in enhancing the instructional program of the district.

13. Other duties as assigned by the Vice Chancellor.

Consultant, Computer Assisted Instruction

Under the general direction of the Vice Chancellor, Educational Development, the Consultant in Computer Assisted Instruction will have the following responsibilities and duties:

1. Serve as an instructional design consultant and project assistant, on request, to instructor authors in preparing educational software, especially as related to the use of computers in teaching.

2. Develop a library of computer assisted instruction information, including software documentation and preparatory models for program development.

3. Receive reports from the District Director of Data Processing concerning the use and development of hardware and software related to computer assisted instruction.

4. Act as a resource person to the district in matters pertaining to the use of computer technology in teaching/learning.

5. Teach a limited schedule of classes.

6. Assess the feasibility and applicability of coupling multi-media configurations to the computer terminal and participate in the implementation and evaluation of these configurations.

7. Conduct such in-service training programs as necessary to enhance faculty skills and knowledge in the use of computers in teaching.

8. Attend institutes, seminars, and meetings deemed by the Vice Chancellor as beneficial in enhancing the instructional program of the district.

9. Other duties as assigned by the Vice Chancellor, Educational Development.

Learning Systems Programmer

In concert with the administrative staff of the Office of Educational Development, the Learning Systems Programmer will:

1. Consult with and work with district faculty members in the development and implementation of computerized learning and evaluative systems.

2. Supervise the programming and maintenance of learning and evaluative systems as performed by district computer programming personnel. Such systems include, for example, the Project Follow-through evaluative system, simulation systems developed for certain learning experiences as well as systems anticipated for future implementation.

3. Design and implement statistical programs to assist the Director of Research and Planning in quantitative analysis, qualitative analysis, frequency-distribution analysis and multivariate analysis.

4. Prepare progress reports on projects related to computerized learning and evaluative systems as designated by the Vice Chancellor, Associate Director or Consultant in CAI.

5. Keep abreast of hardware and software developments in the field of computer assisted learning and uses of computers in learning and evaluative processes in general. Under the general direction of the Consultant in CAI, provide counsel and advice to district personnel concerning these matters.

6. Assist the Consultant in CAI in assessing the feasibility and applicability of coupling multi-media configurations to the computer terminal and participate in the implementation and evaluation of these configurations.

7. Assist the Vice Chancellor of the Office of Educational Development and his staff with in-service training programs.

8. Prepare, test, and implement, himself or with staff assigned from the Office of Information Services, computer programs designed to make appropriate use of the district computer system in selected learning experiences and evaluative procedures.

9. Devote considerable time to the study of the application of computer technology to course materials. Special emphasis will be in the area of computer assisted instruction.

10. Serve as a computer and statistical consultant to faculty and administrators.

11. Supervise laboratory assistants employed by the Office of Educational Development in research or computer assisted instruction development.

12. Assist the Consultant in CAI in the development and maintenance of a library of computer instructional information.

13. Serve as a supportive resource to the Consultant in CAI.

Activities

The specific job responsibilities and charter of the Office of Educational Development take various forms as implementation occurs. Activities in which the Office of Educational Development is involved include the following: 1) program exploration and development; 2) in-service training; 3) institutional research; 4) reimbursed projects; 5) communications; 6) special programs; 7) cooperative relationships; and 8) coordination of instructional technology.

The operational reality of these activity areas is that they cross specific lines of responsibility as they are carried out. For example, research projects sometimes serve an in-service training function and result in communication and program development. Many times, in-service training programs are the result of reimbursed projects, many of which involve instructional technology. Special projects such as Project FUSE or the District's Faculty Fellowship Program, each of which will be described, fill numerous categories of responsibility noted above. Program development, such as is emerging in the area of environmental education or in cooperative education, also has implications for the other responsibilities mentioned. The reader, therefore, must keep in mind that the efforts of the Office of Educational Development involve an orchestrated approach of its various functions and describing an activity under a particular function does not limit that activity to its fulfillment under that particular responsibility. Moreover, only several examples of the numerous activities will be described in this paper in order to make strategies for progress clear.

1. In-service Training

During the 1970-71 school year the Consultant in Computer Assisted

Instruction conducted an eighteen-week course with extension credit from the University of California at Irvine. Salary schedule credit for Coast District faculty members interested in learning to use the computer as a tool of instruction was also provided, if desired. During the first nine weeks of the course, faculty members developed skills in using the computer. During the second nine weeks, they developed course modules for their instructional programs. Sixty-four faculty members completed this in-service activity.

Cooperating with the University of California at Irvine, the League for Innovation in the Community College and the U.S. Office of Education (under the Education Professions Development Act) three institutes were supported and operated in the district. "An Instructional Systems Approach to the Teaching of Biology," which trained 24 community college biology teachers in the use of technology in the teaching of biology was conducted at Golden West College over a period of two summers. Another institute, the "Use of the Computer in the Teaching of College Physics," was also conducted at Golden West for a group of approximately 24 community college faculty, again in cooperation with the League for Innovation in the Community College and the University of California at Irvine and supported by a grant from the National Science Foundation. A "Division Chairmen Leadership Conference" was held on the Orange Coast College campus for two consecutive summers. The first summer included the pilot program for what developed into a national program of four such conferences under the leadership of Cuyahoga Community College. Directorship of the project rests with Dr. Jerrel Richards of Orange Coast College. In addition, Data Processing Summer Institutes which trained teachers in the teaching of computers in occupational programs have been conducted for a series of years on the Orange Coast

College campus.

In this way, employing federal support and cooperating with agencies such as the League for Innovation in the Community College and universities, Coast District faculty have been provided the opportunity of both intensely developing skills in their disciplines and in technology and have been afforded the opportunity of institutes, designed to share their developments with other faculty from community colleges with like interests.

In addition, other conferences, workshops and skill-building activities were carried out, including extensive individual work with faculty members.

2. Research

Several examples of research activities carried out in the Office of Educational Development include Project Follow-Through, a three-year follow-up study system of students, funded under the Vocational Education Act. This project has been operating in all occupational disciplines for the past three years. In this system, data is collected on entering freshmen and students are followed into employment to assess implications for district programs and, simply, to find out what happened to them.

A cooperative project has been conducted with the Police Academy of Los Angeles and the Police Academy at Golden West College in the use of the computer in teaching police cadets. Project CALCOP operated during the 1970-71 school year and is moving into its second phase now, with an expansion of the training strategies and the use of computer controlled microfiche devices. The first phase of the program dealt with the areas of search and seizure and rules of evidence. Significant gains were noted using the new approach, and Phase II of the project is presently under way.

In addition, numerous evaluative and data disseminating studies have been prepared. Examples of some of these are facts regarding graduates, transfer student performance analysis, student characteristics reports, withdrawal surveys, scholastic standing of students, etc.

3. Communication

The Office of Educational Development produces an occasional newsletter. In this newsletter entitled Harbinger, many of the developments occurring within the district are described. Harbinger presents, in a readable way, a cross section of activities of interest to faculty members and facilitates cross communication between and within each campus.

4. Program Development

Cooperating with the Office of the Vice Chancellor of Vocational Education, the Office of Educational Development assists in development of programs such as cooperative education, environmental studies and research projects. A clear example may be shown by the consortia activity between the emerging cooperative education program between the Coast District and the college district of San Mateo. In this five-college consortium the largest community college cooperative education program in the nation is now operating as a demonstration with more than 4,000 students involved.

5. Reimbursed Projects

The Office of Educational Development has numerous reimbursed projects in process which serve specific purposes. A Curriculum Guide describing the use of the computer as a tool of instruction is now being prepared for publication. Operating programs/projects exist under such legislation as the Allied Health Professions Personnel Training Act; the Education

Professions Development Act, which includes several of the institutes previously noted; use of instructional television under legislation such as the Farr Quimby Act (ITV); the Health Manpower Act; loan programs including the Nursing Student Loan and Scholarship Program; work programs under the Economic Opportunity Act; Educational Opportunity Grants Program; support for libraries under the Library Resource Program; equipment under the Higher Education Act; and seminars and workshops under various pieces of legislation are in the process of being implemented.

In addition, biology, chemistry, environmental science, geology, physical science, astronomy, languages, marine science, mathematics, physics, social science, and other fields have obtained needed equipment and materials under various forms of legislation. Counseling and guidance have been facilitated through the development of an occupational materials center under the National Defense Education Act. And, films, video tapes, computer software and audio-tutorial developments have been supported.

6. Special Programs

Project FUSE. In Project FUSE (Facility Utilization and Staff Effectiveness), a committee of faculty members from the two colleges was concerned with facility utilization and staff effectiveness. This group initiated its activities with a retreat at Monte Corona, California, followed by additional meetings. Recommendations have been received from the committee in a number of areas involving educational programs offered by the two colleges. The impetus behind this appointment was to develop grass roots proposals for change. Examples of areas on which work is now being done in Project FUSE include expansion of instructional television, specialization in multi-section courses, performance contracting and

independent study, re-examination of scheduling patterns, student diagnostic center, course credit for previous experiences, use of inter-personal student/faculty/administration discussion groups, utilization of para-professionals and students as teachers, means of taking education to the students, ways of supporting faculty, including support they need such as: a) non-monetary faculty incentives; b) faculty assignment flexibility; c) in-service training opportunities; and d) efficient utilization of faculty overtime needs. These are examples of the areas being considered on a continuing basis by the members of Project FUSE.

This district inter-consulting team is chaired by the Vice Chancellor for Educational Development and members include the Deans of Instruction at each campus, the Director of Research, two faculty members appointed by the Faculty Senate of each campus, and two members appointed by the administrative body on each campus.

Faculty Fellowship Program. This program provides support and encouragement for faculty members in connection with proposals submitted by them to improve the various phases of the educational program.

The Faculty Fellowship Program solicits and encourages developmental innovative work on the part of faculty. Projects are encouraged which both improve instruction directly through the preparation of software or provide data on which instructional improvement may be achieved. Since 1969, the district has budgeted $60,000 each year to finance projects under the Faculty Fellowship Program. Funds may be used to provide supplies, equipment, para-professional or student assistants; to pay faculty members overtime or provide substitutes which afford release time for faculty members for projects which have been approved. Some faculty fellowships have been carried out in the summer and, thereby, have provided summer employment for a faculty member to prepare materials at a

time when he is not so harried by day-to-day teaching activities.

The process by which faculty members apply is similar to that of any other grant procedure. An application form is prepared--with assistance of campus or district administrators or technical staff, if the faculty member desires--and is forwarded by the faculty member to the Dean of Instruction's office on his campus. Each campus screens projects autonomously. At Golden West and Orange Coast College, committees have been established to screen and rank proposals. Applications are reviewed at each college by its committee of college faculty members and administrators. Projects are then ranked, recommended for approval and forwarded to the district office where final approval is obtained. After projects are approved, funds are allocated and work begins in whatever time has been specified by the faculty members. One-hundred and twenty fellowships have been applied for and 72 have been approved. Fourteen faculty members have received more than one faculty fellowship. Audio-tutorial, audio-visual and multi-media fellowships have been approved in the areas of art history, technical drafting, fine arts, chemistry, painting, nursing, art appreciation and music. Computers have been involved and fellowships in the area of mathematics, business, English, data processing, and chemistry. Video tapes have been prepared in swimming, accounting, audio tapes in speech and piano. Syllabi course materials and research data have been gathered in faculty fellowships. More than twenty percent of the district's day faculty are involved in faculty fellowship programs. The Faculty Fellowship Program has received enthusiastic acceptance on the part of the faculty of the Coast Community College District.

Project CISTRAIN. Another special project involved by the Coast Community College District is Project CISTRAIN, a coordinated instructional systems approach to training. Coast Community College District is the fiscal agent for the Chancellor's Technical Committee on Coordinated Instruction Systems (California Community Colleges) and the Vice Chancellor, Educational Development, and Vice Chancellor, Vocational Education of the district serve as co-directors. In this regard, the district is exercising leadership and developing in-service training capabilities within interested community college districts. In this way, the district serves its own interest by assisting the community college movement to move forward in applying diligent expertise to the development of coordinated instructional systems.

Numerous other special projects include examining facilities utilization, conferences in various instructional areas and production of numerous reports of one form or another.

6. Instructional Technology

Each campus is equipped with a Media Center and has an individual directly responsible for multi-media development on that campus. The district is also developing a telecommunications facility and has employed a director of telecommunications. Coast has obtained the license for Channel 50 in Orange County, which will be both an open- and closed-circuit education station. A consortium of numerous colleges is now offering several programs on the air for credit, and the district has received a grant to prepare a pilot program in environmental education. Coupled with television is the district's IBM 360 Model 50 computer system with 85 computer terminals on-line. Documentation on more than 250 computer related course modules operating in the curriculum has been assembled.

Part of the task of coordinating the various media centers, the telecommunications and computer facilities and the extensive development in the audio-tutorial areas for the district rests with the Office of Educational Development. To facilitate coordination, the district's Instructional Technology Committee has been formed. This committee meets every other week for half a day, simply to trade problems and discuss emerging directions and needs in the various areas of instructional technology. The strategy of the committee is receiving favorable acceptance, and commonality of interests, goals and objectives is being achieved.

Summary

The organizational pattern/structure of the Coast Community College District is different from many community college districts across the nation. Functions of research, reimbursed projects, coordination of instructional technology and new program exploration have been combined in the Coast District, under a single umbrella called the Office of Educational Development. It must be clearly noted at this point that the Office of Educational Development is a service function and the colleges of the district are autonomous. The inertia developed on each campus comes from its faculty, and also stems from the dedication, insight and forward looking administration of each campus.

The district office serves in a support capacity and is dedicated to follow up in every way possible and to provide the best expertise at its disposal to assist each campus in achieving its goals. Through the Office of the Chancellor and the Chancellor's Council, the directions of the district are assessed and determined. Through the Office of Educational Development and the Office of Vocational Education, they are explored, and through the campuses they are implemented.

The Coast District has employed a "developmental capital" approach to assist in fostering a responsible strategy for educational innovation. This capital is derived in some degree from outside grants and in some degree from district funds. Most of the projects in the district are not "add ons." Efforts are made to provide the maximum decision-making freedom for choosing alternatives on the part of talented faculty.

Developmental strategies which provide the capacity to absorb diversity are carefully protected. Incentive and support structures are strong pillars in the implementation procedures which encourage improved instructional development. Linkages for communication and coordination within the district and among the colleges are carefully coordinated.

In essence, in using the project approach within district funded and outside supported projects, performance contracting exists between the colleges and their faculty. This approach appears to be leading to materials which are more carefully distilled and catalyzed. Such an approach also facilitates the targeting, documentation and evaluation of educational programs.

Appropriate delivery systems for development of educational software has been relatively absent in community college development in the past. The approach employed in the Coast Community College District is simple in concept, although rather complex in realization. Any series of strategy utilization designed to achieve responsible innovation must be flexible and, therefore, is inherently complicated to administer. The techniques described as part of the Coast program are part of the total and sequential approach to this improvement of instruction. Failure to employ combinations of needed mechanisms first, limits, then stifles creative faculty. A system-wide effect must be achieved because it is only a comprehensive approach which can directly affect each student product.

The process employed by the Coast District is evolutionary rather than revolutionary. It is built around talented faculty with continuous efforts toward sound management practice.

The purpose of the process is to create positive change within the existing system, which is itself under continual review. In short, as Lessinger put it, it is a form of "educational engineering."